

Childcare Setting Name:

St Augustine's Centre - Nursery

Name & Contact Details of Person Submitting this Information:

Karen Hammond 01422 352492 Monday – Tuesday - Wednesday

1. How do we make sure all children reach their potential?

All children have access to a broad and balanced, well planned and appropriately differentiated curriculum covering all aspects of the EYFS.

Children learn through play taking into account their different learning styles and interests.

Our recent Ofsted inspection agrees that our 'teaching is good and sometimes outstanding so children are well motivated, fully engaged in learning and make good progress' Teaching is monitored by the Nursery Manager.

The staffing ratio is 1 adult to 5 children. Staff are responsible for the tracking, observation and assessment of up to 5 children which is monitored by the Nursery Manager.

Staff supervisions take place approximately every 8 weeks but concerns about a child would be brought directly to the Nursery Managers attention.

Parents are kept informed about their child's progress at termly meeting with their child's keyworker but also any issues are discussed on a daily basis.

The Nursery Manager is the SENCO.

The Nursery is an inclusive setting this is supported by our SEN policy, we work with a range of outside agencies to support children with SEND.

2. How do we identify the additional needs of a child with SEND? How do we work out what their needs are and how can we help them?

Staff are responsible for the tracking, observation and assessment of up to 5 children. Concerns about a child's SEND would be brought directly to the Nursery Manager/SENCO's attention. The staff member would be asked to monitor the child and work with them on a number of strategies and keep records of the outcomes on an Individual Education Plan.

Parents would be spoken to about any concerns/information they had about their child and informed of the concerns we had and how we were dealing with them and asked to work on the same strategies at home if appropriate.

At a review meeting between the keyworker and the SENCO if sufficient progress was not being made and we still had concerns the SENCO with parent's consent would contact the Early Years Support Team. We would then work with them or other agencies to help and support the child.

3. What special educational provision is available in our setting? What do we do to meet children's additional needs?

The Nursery is an inclusive setting this is supported by our SEN policy, we work with a range of outside agencies to support children with SEND.

Parents are spoken to about any concerns/information they have about their child and informed of any concerns we have and how we are dealing with them and are asked to work on the same strategies at home if appropriate.

4. What additional support is available for children with SEND and how do they access it? What other help can we get?

We have received DCATCH funding for a number of children in the past.

We have worked with a number of external support agencies including EYST, SALT, ASD Team, Hearing Impairment Team and Sight Impairment Team.

5. How can we adapt our setting to enable children with SEND to participate?

Many children who attend our setting have English as a second language so we run the 'Let's Talk' language programme regularly. We have a number of staff who speak Punjabi and Urdu.

If a child has difficulty sitting at a table we can put activities onto the floor for them, we have carpeted areas to enable all children to access activities on the floor if they choose to do so. We have chairs with sides on to stop children toppling sideways, beanbags for children who need to be propped up. All activities can be made accessible in small trays if this is required.

We have a range of resources suitable for children with SEND or ones that can be adapted.

6. How can we ensure we get the service, provision and equipment that children will need? How can we make sure we get all of the help we need from different people?

We have worked with a number of external support agencies including EYST, SALT, ASD Team, Hearing Impairment Team and Sight Impairment Team. They visit and work with us on a regular basis which is based on the needs of the children and are always available for guidance if there is a problem.

All the teams have given us suggestions of how we can adapt the resources we have to provide for the children in our care or they have supplied us with a range of specialist equipment to borrow, to use with the children.

7. How do we support and improve:

- **the PSED of children with SEND?**
- **the Language and Communication of children with SEND?**
- **the Physical Development of children with SEND?**

We support and improve the PSED of children with SEND by ensuring each child has a keyworker who monitors the child's progress, who communicates well and works with the parents to gain information to support their child. We work with support agencies such as EYST, ASD Team, Hearing Impairment Team and Sight Impairment Team to gain support and advise to improve outcomes for children with SEND.

We support and improve the Language and Communication skills of children with SEND by running the 'Let's Talk' language programme regularly as many children who attend our setting have English as a second language. We also have a number of staff who speak Punjabi and Urdu. We work with SALT to support children who have more complex difficulties with their speech and language. We also work with other agencies eg. ASD Team, Hearing Impairment Team if this is the cause of a child's language and communication difficulties.

We support and improve the Physical Development of children with SEND by providing for their needs. If a child has difficulty sitting at a table we can put activities onto the floor for them, we have carpeted areas to enable all children to access activities on the floor if they choose to do so. We have chairs with sides on to stop children toppling sideways, beanbags for children who need to be propped up. All activities can be made accessible in small trays on the floor if this is required. We work with other agencies for example ASD Team and the Sight Impairment Team who support and advise us on adaptations to or equipment we can use or borrow to best support the child.

8. How do we support children with multiple and complex needs?

We work with external support agencies including EYST, SALT, ASD Team, Hearing Impairment Team and Sight Impairment Team. They visit and work with us based on the needs of the children and are always available for guidance if there is a problem. We would work with them together to support children with multiple and complex needs.

All the teams have given us suggestions of how we can adapt the resources we have to provide for the children in our care, advised us on where to get equipment or they have supplied us with a range of specialist equipment to borrow, to use with the children.

9. How do we assess and review progress towards agreed outcomes and how are parents and children involved in this process? How do we keep parents informed where children have SEND but do not have an Education, Health and Care Plan?

Concerns about a child's SEND would be brought directly to the Nursery Manager/SENCO's attention. The staff member would be asked to monitor the child and work with them on a number of strategies and keep records of the outcomes on an Individual Education Plan. These are then reviewed by the keyworker and the SENCO.

Parents are spoken to about any concerns/information they have about their child and informed of any concerns we have and how we are dealing with them and are asked to work on the same strategies at home if appropriate. Parents are kept informed about their child's progress at termly meeting with their child's keyworker but also any issues are discussed on a daily basis. After a review between keyworker and SENCO parents are told of any progress the child has made.

When other agencies are involved parents are asked to come and meet with them, the keyworker, and the SENCO to discuss the needs of their child. They are then invited on a regular basis to attend reviews about their child's progress. These take place approximately every 8 weeks.

**10. How do we support children with SEND moving childcare settings or moving onto primary school?
How do we support and enable children with SEND to access activities and experiences beyond those we offer in the setting?**

The children in the Nursery visit our local school weekly to take part in PE sessions and other activities throughout the year and as we get nearer to the children moving to school they visit the reception class for whole sessions to get to know their new classroom and the teacher, the teacher is also asked to visit the children in Nursery.

If possible the SENCO would contact the school to discuss a child with SEND moving to them and ensure any records that are wanted by the school would be sent to them or taken if a visit by the SENCO is useful or requested. We would also encourage the parents and child to visit the school.

We also signpost parents to groups taking place in other places eg. Children's Centre's, Play Gyms that we think would be of benefit to their child.

11. How do we assess the effectiveness of our special needs provision and how are parents and children involved in this process?

We have an annual Vision Day at the beginning of the summer holidays where we consider how we think we have done during the year, we discuss any problems and how we can improve what we provide for the next year. Any issues parents have highlighted are discussed and the decision/solutions we came to are reviewed to see if anything else could have been done, or if there were any ways that they could have been prevented. Any suggestions made by parents are also included and put into practice if relevant.

12. How do we ensure that we have the expertise needed to support children with SEND?

Staff and SENCO have attended a range of SEN related training including, ASD/ADHD, Dyspraxia Awareness, SEN Identification and Inclusion, Epipen training and the majority of staff have attended the SENCO Basic training course.

SENCO has recently attended 'Getting ready for the changes to the SEN legislation' briefing and 'Exploring and Delivering the new SEN Code of Practice'

The Nursery staff are always open to new training that will benefit the children and develop their skills.

13. How can parents make a comment, compliment or complaint about our provision?

We have a suggestions, compliments, complaints box in the welcome area for parents to put notes in we also operate an open door policy whereby parents can come in at any time to talk to the Nursery Manager or Nursery staff. We have really good relationships with parents and generally if there are any problems or issues they will speak to a member of staff.